

TITLE: PROGRAM SPECIALIST, SPECIAL EDUCATION

WORK YEAR: 12 Months

NON WORK: 27 Days

EDUCATION AND EXPERIENCE:

- Valid California Credential
- Valid California Administrative Services Credential
- A minimum of five (5) years of experience as a classroom teacher

PRIMARY FUNCTION:

The Program Specialist, under the supervision of the Director of Special Education, assists in meeting the needs of pupils with exceptionalities; provides support to Special Education teachers and parents through IEP team meetings and in-service opportunities; coordinates with special education teachers and regular classroom teachers to train and support mainstreaming of pupils with exceptionalities; is especially knowledgeable regarding the facets of special education as a resource specialist to pupils/staff for the school district.

ASSIGNED RESPONSIBILITIES:

- Assigned the specialist role on individual school committees reviewing program needs of pupils.
- Assists as a resource specialist for Special Education teachers.
- Helps coordinate in-service needs of Special Education teachers.
- Coordinates the search and serve efforts of the school district.
- Attends and reports back on proceedings at assigned meetings related to the Special Education program.
- Aids in preparation of mandated or necessary reports in the Special Education area.
- Be knowledgeable in and help seek and obtain funding sources which may be helpful in supporting programs needed for handicapped children.
- Meets and works with regular and Special Education teachers in the mainstreaming of pupils.
- Other related duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

Knowledge of:

- Principles, methods, techniques, strategies, and trends in special education
- Applicable and appropriate special education and achievement appraisal instruments, techniques, and procedures.
- Curriculum and instruction programs beneficial to pupils with special learning needs.

- Applicable sections of the State Education Code, Board and District policies, procedures and regulations.
- Current and appropriate instructional standards, curriculum and instructional delivery for special education.

Ability to:

- Work independently with little direction
- Communicate effectively both orally and in writing
- Work effectively in the absence of supervision
- Establish and maintain cooperative and effective working relationships with others
- Train and evaluate the performance of assigned staff
- Interpret, apply and explain rules, regulations, policies and procedures
- Operate a computer and job-related equipment
- Analyze situations accurately and adopt an effective course of action
- Meet schedules and time lines
- Plan and organize work

Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical, mental and environmental requirements (*reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions*):

Physical:

- Ability to push, pull, and transport instructional and/or presentation materials.
- Ability to communicate so others will be able to clearly understand a normal conversation.
- Ability to understand speech at normal levels.
- Ability to bend, twist, stoop and reach.
- Ability to drive a personal vehicle to conduct business.

Mental:

- Ability to organize and coordinate schedules
- Ability to analyze and interpret data
- Problem solving
- Ability to communicate with the public
- Ability to read, analyze and interpret printed matter and computer screens
- Ability to create written communication so others will be able to clearly understand the written communication
- Ability to communicate so others will be able to clearly understand a normal conversation.
- Ability to understand speech at normal levels.

Environment:

- Indoor–frequently
- Outdoor–occasionally
- Ability to work at a desk and in meetings of various configurations.